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| Unit Title: Two-dimensional (2D) Shapes | Pacing (Duration of Unit): 5 weeks |

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| **Desired Results** |

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| **Transfer Goals** |
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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| **Standards (Priority Standards in bold):**   * **PK.G.MA.2: Identify two-dimensional shapes (squares, circles, triangles, rectangles).** * PK.G.MA.1: Describe the position of objects in the environment using words such as *above*, *below*, *beside*, *in front of*, and *next to*. * PK.G.MA.3: Create three-dimensional shapes (ball/sphere, square box/cube, tube/cylinder) using manipulatives such as Popsicle sticks, blocks, or pipe cleaners. | **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 3: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)** |

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| **Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)   * Shapes have names. * Shapes can be recognized, named, compared and organized. * Shapes can be found throughout our physical world. * Shapes can be both two-dimensional and three-dimensional. | **Essential Questions:** (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)   * What are shapes? * Where can shapes be found? * How do we use shapes? |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** | |
| **Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.  *Students will know …*   * That shapes have names. * That shapes can be found throughout our world. * That positional words can be used to describe where shapes are located. * That shapes have attributes, such as length, area, weight and capacity. * That three-dimensional shapes can be created.   **Key Academic Vocabulary:**   * The names of the following two-dimensional shapes: *circle*, *triangle*, *square* and *rectangle*. | **Skills:** The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)  *Students will be skilled at:*   * Recognizing and labeling the following two-dimensional shapes: *circle*, *triangle*, *square* and *rectangle*. * Locating common shapes found in the classroom, home and outside environment * Using positional words (*above*, *below*, *beside*, *in front of*, *next to*) to describe where shapes are located. * Describing the similarities and differences between shapes. * Matching and sorting shapes. * Creating three-dimensional shapes such as ball/sphere, square/cube, and/or tube/cylinder using a variety of manipulative materials. |

Resource Suggestions: